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ABSTRACT

During the winter semester of 1970 a seminar was conducted for doctoral students in social studies education as a practicum in curriculum development to meet some of the special needs of the small high school, specifically the production of social science independent study packages. The packages produced were one-half Carnegie unit equivalent senior elective packages to be pilot tested in the Laboratory school at Missouri University the following year. The packages were conceived of as meeting three needs in education: 1) a need for greater commitment to the concept of continuous progress, to encourage further study in the social sciences; 2) a need for breadth in the small school social studies curriculum through self-contained packages for the student and the teacher; and, 3) a need for the fostering of responsibility in students for their own learning. At the present time six packages have been completed: 1) General Psychology; 2) Introduction to Prehistory (Anthropology); 3) Understanding Our Economy; 4) The American Civil War; 5) The Negro in America; and, 6) American Political Parties. Three more packages are scheduled for completion: 1) American Foreign Policy Since 1945; 2) The History of Science; and, 3) Ethopia. The ultimate goal is to offer seniors twenty to twenty-five such packages. (SBE)

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SOCIAL SCIENCE ELECTIVE PACKAGES:

An Independent Study Program for Grade 12

A Report Prepared By

David Moody

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The Laboratory School
University of Missouri-Columbia
1970
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SOCIAL SCIENCE ELECTIVE PACKAGES:

An Independent Study Program for Grade 12

A Progress Report Prepared by

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1970

SOCIAL SCIENCE ELECTIVE PACKAGES:
An Independent Study Plan for Grade 12

> Independent study is an attempt to provide a better educational program by giving a better education to individual students. Its method is a broadening of the possibilities in experiences, knowledge, and depth of learning open to students and thereby better reaching individual needs, interests, and abilities. This series of social science self-instruction packages allows a student to choose independent study in an area in the social sciences that he has already found, or thinks he will find, of particular interest to himself. In this way the social studies can be thorough but not boring, scholarly but not dry, and challenging but not threatening.
>
> Besides offering variety and depth in topics, the social science self-instruction packages allow the student to start where he is, not at some mythical average, and to proceed at his own rate, rather than continually being left behind while others comprehend or marking time while others catch up.
>
> In sum, independent study offers quality and quantity.
>
> ----- From the introduction to package V. The American Civil War

Rationale

During the winter semester of 1970, Dr. Wayne Dumas conducted a seminar for doctoral students in social studies education. The seminar was a practicum in curriculum development to meet some of the special needs of the small high school, specifically the production of social science independent study packages. The packages produced were one-half Carnegie unit

equivalent senior elective packages to be pilot tested in the Laboratory School the following year. Four of the seminar members were or are now supervisors at the Laboratory School. This meant that the people to be implementing the program and pilot testing the packages were also involved in the construction of packages and development of the program's rationale and package format.

The packages were conceived of as meeting three needs in education: 1) A need for greater commitment to the concept of continuous progress, which seems most logically accomplished by some type of independent study. The packages were constructed as electives for seniors with the background and motivation for further, independent work in social science topics of interest to themselves. The packages allow, of course, self-pacing. 2) A need for breadth in the social studies curriculum which the small high school has difficulty providing due to the limits imposed by funds, the number of elective classes that can be offered, and the number of preparations demanded of a single teacher. The packages were constructed with the idea of being self-contained for the student and the teacher; they can free the teacher from another formal preparation while offering a greater selection of subjects to the student. With the breadth of topics, quality and depth in each package was also sought. This was provided by having the packages

developed by doctoral students in social studies education focusing on a single aspect of the social sciences in which they felt most competent and interested. 3) A need for the fostering of responsibility in students for their own learning. It is felt there is an intrinsic value to independent study which throws initiative for learning on the student, demands that he budget his time, and operates on intrinsic motivation by allowing choice of an individually interesting subject.

A commitment to an independent study program must be considered in light of the total school program: a school relying totally on independent study would probably be satisfactory to neither teachers nor students, but to provide no opportunities at all can be a grave and stiffling oversight.

Package Format

Guidelines were set up for the packages produced in the seminar to give some uniformity to their rationale and format. The following paragraphs outline the basic characteristics and format of the independent study packages. An appendix contains excerpts from a package that demonstrate most of the characteristics mentioned.

Each package consists of a guide and a set of materials to use with the guide and is organized around a core book that provided cohesion to the total package. The guides are

linear, with steps delineating the activities to be carried out by the student. Variety in the activities was a goal of package construction. This includes variety within an activity, such as providing a selection of reading materials, and between activities, such as 16mm and 8mm films, recordings, self-testing, oral and written reporting, and student-teacher conferences. The steps are cross-indexed to the objectives, which are stated at the beginning of each unit. Each unit also begins with a general statement of its content and purpose(s). The objectives are stated as precisely as possible, but low level cognitive behavior is handled through study keys which follow the steps. This was done to avoid an unwieldy proliferation of unit objectives and to suggest that objectives are not maximum limits for learning.

Each guide begins with a general statement on independent study, an example of one of these statements begins this monograph. They also present a justification for the subject of the package and give guidance to the student by explaining the workings of the particular package. To the degree possible, the packages are self-contained. This has two connotations: The guides contain all directions and much of the material needed to fulfill the objectives; the total packages includes the core book and almost all other materials needed, though certain items, such as 16mm films, are not included. A fifty dollar limit, which includes materials purchased,

was set up for package production. This limitation was imposed in order that a program consisting ultimately of 20 or more such packages would not become prohibitevely expensive.

Evaluation was standardized at 220 points per package. One-hundred points are spread throughout the package in various forms such as worksheets, essays, or checkup tests, and 120 points was allotted to the final. The final contains 100 objective questions and one 20 point or two 10 point essay questions to be constructed by the individual supervisor by restating a unit objective or two as essay questions. The packages contain all evaluations and keys for the supervisor. Since the packages are interested in depth and mastery, the suggested grading scale is a percentage system. A semantic differential weighting pattern is provided for grading the essay questions as a step toward lending a degree of standardization to grading. The following scale is from package V. The American Civil War:

Semantic Differential Scoring of Essay Responses

Substantive	4---3---2---1---0	Lacks Substance
Accurate	4---3---2---1---0	Inaccurate
Direct	3---2---1---0	Evasive
Well Organized	3---2---1---0	Poorly Organized
Comprehensive	3---2---1---0	Partial Treatment
Sound Grammatically	2---1---0	Weak Grammatically
Neat	1---0	Sloppy

Two copies of the final exam, with no more than forty percent overlap in questions, are provided so that a student can restudy and take, without penalty, a second test if his first score is unsatisfactory to himself or his supervisor.

Evaluation samples broadly from the objectives. With the idea in mind that objectives should not be limits just because they are stated, evaluation items may go beyond stated objectives. A maximum of ten percent of the total number of items was allowable for questions that sample beyond stated objectives.

Status of the Project

At the present time, six packages have been completed:

I. General Psychology

II. Introduction to Prehistory (Anthropology)

III. Understanding Our Economy

V. The American Civil War

VI. The Negro in America

VII. American Political Parties

The American Civil War and American Political Parties were used this summer; all six are being piloted this semester at the Laboratory School with twenty-three students participating in the program. Three more packages, IV. American Foreign Policy Since 1945, VIII. The History of Science, and IX. Ethopia, are scheduled for completion for use during the second semester, and the development of another six or eight packages is planned for this spring.

Ultimately, the hope is to offer seniors a selection of twenty to twenty-five such packages, covering a wide range of social science topics. This would achieve breadth in number of topics and their scope, some being rather general,

as in the case of Understanding Our Economy, some being narrowly defined, as in the case of The Negro in America.

The feedback so far has been positive. Most students seem to enjoy independent study and the packages and have experienced little difficulty with them. Rough spots and/or errors in packages are being corrected as they are found by the students and pointed out to the supervisors. Although the piloting is incomplete, it would appear at this time that the package format is effective.

If further, specific information is desired on the packages, or to obtain a copy at our cost, inquiries should be directed to

Dr. Dixie A. Kohn
212 Education Building
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APPENDIX

Excerpts from Unit XI of package V.

The American Civil War

UNIT XI

THE WAR IS OVER

The purposes of this unit are to acquaint the student with the events surrounding Lincoln's assassination, to give the student a summary activity on the Civil War, to acquaint the student with an example of a primary source document, and to provide the student with an introduction to the aftermath of the Civil War.

The unit's contents concern Lincoln's assassination and its effect on Reconstruction, the recollections of a woman who lived in Richmond during the Civil War, and the problems of Reconstruction and Andrew Johnson's impeachment.

Unit Learning Objectives

After completion of the steps specified in parentheses, the student should be able to:

1) Describe the people and events surrounding Lincoln's assassination. (84,85,86,87)

2) Explain why Booth plotted to kill Lincoln and why he was wrong in his thinking. (84,85,86,87)

3) Produce an outline of the Civil War covering causes and background events, major battles, strategy, and Lincoln's assassination. (88,89)

4) Demonstrate an appreciation of the cost of the war in human life by citing figures on total battle deaths and describing the battle action that he feels most emphatically shows the cost. (88,89,90)

5) Demonstrate an appreciation of difficulties involved in using primary source documents in historical research by describing at least three types of informational bias or error in the "Recollections" in this self-instruction guide. (91,92)

6) Demonstrate an appreciation of the fun involved in using primary source materials by citing what he found to be most amusing or interesting in the "Recollections" in this self-instruction guide. (91,92)

7) Describe the differences between the President and Congress on how Reconstruction should have been carried out. (93,94)

8) Evaluate why Andrew Johnson was impeached but not thrown out of office. (93,94)

STEP 84

Read chapter 45 in The Civil War.

Study Keys:

Before beginning your reading, refer to Unit Learning Objectives 1 and 2.

You should also be prepared to identify the following in relation to Lincoln's assassination: 1) "Dixie", 2) Dan Emmet, 3) Ford's Theatre, 4) Major Rathbone, 5) Secretary Seward, 6) John Wilkes Booth, 7) David Herold, 8) John Surratt, 9) Attorney General Speed, 10) Lewis Payne, 11) George Atzerodt, 12) Mrs. Surratt, 13) Dr. Mudd, 14) Samuel Arnold, 15) Edward Spangler, 16) Michael O'Laughlin, 17) Andrew Johnson.

STEP 85

Obtain V-2, The American Heritage Picture History of the Civil War. Read the captions and study the pictures on pages 598-603.

Study Keys:

Refer to Unit Learning Objectives 1 and 2.

Note the difference in the spelling of Lewis Payne's name here and in The Civil War.

STEP 87

Obtain V-4, Documentary Photo Aids, numbers 79 and 114, and V-5, Newspapers, New-York Times for April 15, 1865. Study these materials.

Study Keys:

Refer to Unit Learning Objectives 1 and 2.

STEP 88

View the film The True Story of the Civil War. If the film is not available at this time, go on to the next step and return to this step when it is available. When finished with the film, return it as arranged with your supervisor.

Study Keys:

Refer to Unit Learning Objectives 3 and 4.

Review the "Strategy Materials" in Unit III and your outline of the Civil War.

This film is a review activity, but you should be prepared to identify Mathew Brady.

STEP 92

On the pages following this one is a series of questions concerning Aunt Mag's recollections of the Civil War. Using the "Recollections" and any of the material you have studied previously, answer the questions. When you have finished the questions to your satisfaction, turn them in to your supervisor for evaluation.

Study Keys:

Before beginning your work on the questions, refer to Unit Learning Objectives 5 and 6.

You are encouraged to use The Civil War, The American Heritage Picture History of the Civil War, other materials covered in this package, or outside sources such as an encyclopedia or a dictionary to answer the questions. If the question calls for a correction of Aunt Mag's "Recollections," cite your source. You will recall, for instance, the two spellings of Lewis Payne and Lewis Paine already covered in this package.

If your supervisor is satisfied with your answers to the questions, he will direct you to proceed to Step 93.

RECOLLECTIONS QUESTIONS

1. Check Aunt Mag's spelling of the following in another source. Give the spelling you found and the source you found it in. a) Fort Sumpter, b) Capt. Rafe Simmes, c) J. E. B. Stuart, d) Adserot.

5. Who do you suppose Aunt Mag made the backwards buttoning coat for?

6. What is quinine?

7. What happened to the value of Confederate money as the Civil War went on?

10. What was taking place while Aunt Mag visited Petersburg?

12. What type of bread did Confederate troops like? Union troops? Why was there this difference?

16. Check the account of Lincoln's assassination in The Civil War, The American Heritage Picture History of the Civil War, and at least one outside source. See if you can figure out who Aunt Mag's "Herold, a boy of sixteen" was. State your conclusion and your reasons for it.

STEP 93

Obtain V-3, Henry Steele Commanger's Fifty Basic Civil War Documents. Read selections 42, 43, 44, and 45.

Study Keys:

Before beginning your reading, refer to Unit Learning Objectives 7 and 8.

You should also be prepared to identify the following: 1) Wade-Davis Bill, 2) pocket-veto, 3) Presidential Plan, 4) Congressional Plan.

STEP 94

Obtain V-4 Documentary Photo Aids, number 98 and V-8, Gary Baker's Andrew Johnson and the Struggle for Presidential Reconstruction. Study the picture and read the book.

Study Keys:

Before beginning your reading, refer to Unit Learning Objectives 7 and 8.

Be sure to read the introduction on pages 1-4. Each section of this book begins with questions to be considered by the student. Answer these questions to your own satisfaction. You will not turn these questions in to your supervisor. If the book directs you to write, as it does on page 6, you need not write out your answer, but do prepare an answer for yourself.

Remember that you are looking for concepts rather than detail in this step.

STEP 95

You have now completed all the activities specified for Unit XI. Before proceeding to Step 96, return to the Unit Learning Objectives at the beginning of this unit. Be certain that you are now prepared to meet each one. If you cannot meet each objective, review the steps specified in parentheses. Remember that the Study Keys further detail these objectives. When you are satisfied that you can meet the objectives, proceed to Step 96.